



# *The Advisers* BULLETIN

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## BUILDING FOR THE FUTURE THROUGH THE MEDIUM OF TODAY'S PUBLICATION

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Lee O. Hench, author, was for many years Adviser to The Sider Press, Oceanside, N. Y., Senior High School, and at one time was President of the Empire State Scholastic Press Association. At present, he is Director of Publicity and Public Relations and still active in the field of student publications at the State Teachers College, Eau Claire, Wisconsin.  
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Build tomorrow by building today applies in school publications as well as in other phases of living. In dealing with this topic, a number of view points can be taken into consideration. For whose benefit should the school publication be the medium?

There are at least four answers: a major answer is for the benefit of the student body and the school community; a second major answer, for the benefit of the student staff; two minor answers, for the benefit of the advisor and for the benefit of the school administration. In these two instances, however, one has in mind the programs of education for which they are responsible.

Before examining these various points of view, the roles the school press may perform must be considered. There are many of these roles, and it will be necessary to confine this article to but a few of them.

Among these roles is that of informing and entertaining the readers of the publication, who in this case include the student body, and to some extent the faculty, the administration, the board of education, and parents and others of the school community.

Another role commonly mentioned is that of educating the staff, particularly the youthful student readers. Included here are many aspects of English--writing, spelling, punctuation, journalism techniques--art, business practice, salesmanship, graphic arts, and the general business of being better informed about school affairs and even community affairs. All of these might be included under the idea of increasing power of expression or of general awareness of things around.

There is the role of developing better citizens, not only among the student staff, but throughout the whole school. The school publication helps to give purpose and meaning to many activities both in the subject curriculum and the co-curriculum. So it has social value in that it builds better school morale, teaches responsibility, willingness to work and to cooperate and to follow through, to tolerate and to understand the point of view of others.

The activity on the school press can build better character, because the staff member has a chance to learn qualities of honesty and unselfishness and to share through practice in learning by doing situations. The informality and the friendly atmosphere of work on the staff can shake many a shy or diffident member loose from his inhibitions. The feeling of belonging to something worthwhile to which he can learn to contribute brings out the best in him. To that extent such activity builds personality, and that is a role that must not be overlooked.

Again the school . . . . . room activities.

publication is a		In another role
business enterprise	IN THIS ISSUE	the properly functioning school publication serves as
and a business		an important internal and external
organization. The	Future Building	house organ. That
member gains perspective of the pattern of a business organization and a practical experience in dealing with people and business men that he could not acquire in the ordinary class-	Humor Columns	is, it serves to sell the school both to the student body and to the school community, by helping both groups to understand better
	Alumni Interest	
	Convention Notes	
	Guide to good Books	
	News Highlights	

its activities and needs. If the school is large, this is particularly important, for in such a school it is more difficult to keep in touch and to understand policy and methods and events. The school publication should be seen as a pattern or frame of reference for creative control--self disciplining. Activities wholeheartedly performed tend to keep people happy and balanced. The high standards demanded from the average staff worker by his co-workers require him to give his best. His best serves as a challenge and a model for others. In this sense, the spirit of a lively staff doing top-notch work spreads throughout the entire school. So the staff and the school can share in control, because they literally control themselves. It is a healthy staff which can discipline itself.

Working on the student staff of a publication serves as a leadership training experience. Since there are usually well defined offices designated on the publication, certain persons learn the meaning of definite responsibilities and learn often to direct others and many learn something both of giving and receiving directions. Learning leadership and followership by experience is the best way and perhaps the only way.

This leadership experience is an experience in sharing and in guiding and in that sense is an experience in learning democracy. Decision is often group decision and the results are often greater because of the thinking together of the group. When students know the reasons for certain courses of action, they are more likely to be of service in carrying them out. This is learning democratic relations in a generally democratic way.

Now in building for the future through the medium of today's publication, it should be apparent that the administration of the school should be interested in achieving all these roles. Not always is this so. The principal may not be as well informed on the values of a dynamic school press pattern as he should be. Because of irresponsible staff members who were themselves short-sighted, he may have experienced some disappointing results in previous years; situations may have occurred which made him doubtful whether some of these purposes and roles could be attained. For various reasons he may have difficulty in setting up a program and a schedule of activities that can function in conjunction with the

other activities of the school. A serious minded staff which tends to business and makes itself an asset in the school can do much to aid the principal in building tomorrow's publication today. Of course, it behooves the administrator to recognize that he builds for the future by building in every way that he can the school publication. He has, in a properly executed program, a pattern of activity that is a much needed complement to the subject curriculum of the school.

To some students, floundering educationally, a happy, purposeful experience on the school publication is like getting a much needed vitamin: small in quantity, it bulks large in importance in making other subjects seem worthwhile. A good administrator should explore all of these angles as worth taking into consideration in building for a better school of the future. The adviser, too, is building for the future in building a good publication staff. It is certainly true that much writing, editing, spelling, art work, design, make-up, business practice, and the like get done because members are interested and highly motivated. Consequently the quantity of work is not only greater but of better quality. Frequently one staff member coaches another.

If the adviser is interested in teaching responsibility and cooperation, he can find no better pattern to make his efforts effective. His relations with staff members can be much more enjoyable and cordial than is likely to be attained in the formal atmosphere of large classes. He comes to enjoy a respect not only from his staff members, but from the student body and the school community that he is not likely to have otherwise. In short, his work as an adviser is a more natural kind of teaching and the more valuable therefore. The adviser needs to give thought to all the common techniques of building an active and competent school press staff.

If the pattern which the adviser guides is properly organized and functioning well, a large number of students may attain worthwhile experience. Financial difficulties are not so likely to threaten. The respect and cooperation of other faculty members for the activity will the more readily be maintained. Much work gets done without his attention. To that extent, his powers as a teacher are extended. The variety of

experience is greater, too, and the value it has in making other subjects more meaningful is enhanced. His publication is likewise a better internal and external house organ, a development of importance to himself, of course, but of greater importance to the school community. He should keep in mind the opportunity provided to members to be of service to the school in working on a group of lively press correspondents or in putting out a really worthwhile school publication.

Most of all, the staff member who works for a good school publication works for himself and for his own future. To a certain extent, he is always building his future in the present. If he is an effective staff member, he is learning many things and learning them better: the subject matter of his courses, skills, habits of accuracy and persistence, better attitudes because he understands better why things are. He is developing appreciations of the work of others and gaining understanding of many basic processes of writing, publishing, make-up editing, printing, selling and accounting. More than that he is attaining experience in group planning, initiating, executing, and evaluating, and to that extent he is learning to live with others. He may learn much about directing, guiding, and sharing with others. These things are valuable assets in the business and social world. No student member should overlook in building a better future for his publication the possibility of building for himself a bigger future.

The student staff member should not overlook the value of his service to others: the student body, his school community. He is giving service by helping to get out a publication of which his schoolmates can be proud. Such a publication is an excellent sign of the superior character of the instruction. He can be of service by aiding in the school publicity. In a sense, this should be looked on as a type of education, and to that extent he is associated with the educational purposes of the school. He is a kind of teacher of his peers and certainly contributing to building better citizens.

Participation of this kind will open doors to more and better friendships, to new interests, to new skills, and to new appreciations. Not infrequently it is the direct way to various kinds of recognition and often is an important factor in the attainment of scholarships or at least in securing admission to

college. It is the open door to many kinds of vocational experience. In this connection, experience on the high school publication has definite vocational value for those especially interested in following up their high school experience. Publishing and graphic arts fields are large and employ many workers. There are many related areas of communication and of business that draw upon journalistic and school press experience. In building a better place for himself in today's publication, the student is literally building for himself a better place in tomorrow's world. That is building for the future through the medium of today's publication.

### HUMOR IN SCHOOL NEWSPAPERS

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Bryan Barker, president of the CSPAA and adviser to The Mercersburg News, Mercersburg Academy, Pa., has addressed groups at the CSPA convention for many years. His favorite topic is "Humor" which he aptly develops in this article.

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Humor, whether expressed in words or pictorially, is that quality in an action, a situation, or something said which so stimulates the imagination that it appeals to a sense of the ridiculous. It thereby entertains, amuses, and causes laughter. In some form or other it is what most people like, want, and look for. No one can define the bounds of humor, for almost every aspect of existence can fall within its province. But such words as wit, comic, droll, burlesque, mirth, satire, raillery, repartee, gag, pun, wisecrack, jest, buffoonery, caricature, cartoon, clown, "razz," and "josh" seem to suggest best of all its nature and possibilities.

In its best form humor has a definite and honored place in school newspapers. To sustain a high type of humor in each issue of a school paper is perhaps the most puzzling problem which confronts the student editor. The perception of it requires an eye to see, an ear to hear, and a mind sensitive enough to understand the possibilities of its existence in anything seen, said, thought of, or done. The production of it will seem easier if a number of writers engage in the effort—

especially those who seem to have an aptitude for writing creative humor. The invention it requires calls for the careful choice of words, the use of apt phrases, piquant expressions, restrained alliteration, and a deft employment of what is known as the light touch.

Someone has said that the only things Adam would recognize if he came back to earth would be the jokes. Many people of older years have had to listen to comedians with hair on the jests. Of a truth, it is a wise crack that knows its own father. Certain it is that student newspapers are too often offenders in this respect. To change an old joke to suit a present day purpose is not creative humor; it is plagiarism which some one will soon recognize. A joke has been described as a form of humor enjoyed by some and misunderstood by most. Therefore, to label humorous matter as "Jokes," or "Fun," or any such obvious title is unwise, for the reader may not agree. Gossip is not genuine humor; it is nearly always malicious rumor, which is contrary to the number one tenet of journalism: accuracy. Jokes about stutterers, cross-eyed people, or about any physical deformity are brutal and have no place in a student paper. Double meaning, "go-as-far-as-you-dare," and "dirty-dig" humorous material may be written and handed in, but it should never get to the printer. The circumstance that seems extremely funny to a small group for personal reasons may have no point of humor for the many readers who do not know the relationship involved. What, too, is hilariously funny to a junior high school pupil may be pitifully dull to someone just two or three years older.

A perusal of many papers would seem to indicate that the editorial page is usually the place to put humorous matter. This need not be. Indeed, if the front, sports, and other inside pages occasionally carried cartoons, humorous features, and the like, they would be much more interesting than many of them are now.

What are some of the humor types which students can invent to amuse, entertain, or induce laughter?

1. Classroom boners and witty remarks. Many of these are made every week in every class in every school. They merely need collecting. This is probably the funniest and most

neglected form of available humor. The following will illustrate, "Chemistry teacher to student: 'Smith, what does zinc do to sulphuric acid?' Smith: 'It takes the H out of it, sir.' " From a Bible examination paper: "Moses received the Ten Commandments on Mount Cyanide." South American student, who didn't speak English very well, to school doctor: "Oh, Doctor, my nose is all stuck up!"

2. Puns. A pun has been called a joke at which everybody groans because they didn't think of it first, or something that is a little less than p-u-n-k and more than p-u. It has also been described as mightier than the sword and meant as punishment. Take your choice. This writer, for one, likes them, despite what the great Doctor Johnson had to say against them. Here is a recently-heard example, although it is probably of 1492 origin: "Question: 'Where would the devil go to get a new tail?' Answer: 'To a liquor store where they retail spirits.' " Like boners, unconscious puns are being said and written in every class. They merely need collecting.

3. An amusing description of something well known. The one paragraph example given below comes from a three paragraph description of a football game written from a girl's point of view. It appeared originally in The York High Weekly.

"Football is a game in which 22 grown boys quarrel over a small bag of wind known as a football. These lads are divided into two teams which kick, throw, and otherwise agitate the poor little ball that never did anything to anyone. The teams are composed of fullbacks, halfbacks, quarterbacks, and others who aren't back at all. Also, there are a couple of fellows called tackles which are so impolite as to knock down the players on the other team, and sometimes a referee or two."

Does not this example suggest many possibilities for other articles? In such writing, one has to beware of slapstick humor and getting too silly. The light touch with subtle restraint is what is needed.

4. Interesting, short oddities clipped from openly acknowledged sources. Be honest about this, for plagiarism when discovered makes people look, among other things, ridiculous. The following are the first and last paragraphs of a "take-off" on big words. It appeared in a 1949 issue of The Mercersburg News, was headlined in 24-point type as "Heterogeniae," and was sub-titled, "From an Unknown Source." It could easily



have been headlined, "Sesquipedalianisms," or some other such eye-catching title.

"In promulgating your esoteric cogitations, or articulating your superficial sentimentalities and amicable or psychological observations, beware of platitudinous ponderosity."

"Shun double-entendres, prurient jocosity, and pestiferous profanity, obscurant or apparent, and above all, don't use big words."

5. Ethical nonsense verse and limericks. Some students do this sort of thing easily, but they usually have to be told that restraint here-as in all art-is a wonderful thing to exercise. The following part of an example, headlined in 24-point type as "From Bad to Verse," was written for The Mercersburg News:

Since many boys are new here,  
 And we wish to make things plain,  
 We are publishing this set of rules  
 That Blue Books don't contain:  
 "Don't dynamite the chapel;  
 Don't set the 'Ad' on fire;  
 Don't poison any master,  
 However you desire.  
 Don't carve your name on everything  
 To show where you have been;  
 To carve it on the Headmaster  
 Is deemed a special sin."

6. Humorous features. These can have their foundation in actual happenings or be sheer inventions. Here is the opening paragraph of one such that has a distinct odor of its own. It is about a skunk that got into a room where a school newspaper staff worked.

"T'other night, a fresh, fine, fat, and able skunk, unusually well equipped with long range projectiles, battled for an hour or more with two teachers around the typewriters in the News room."

In this facetious vein did it continue for over 300 words. Articles of this type should have eye-catching headlines.

7. "Did You Know" or "Did You See" columns. These should consist of short, odd, interesting, non-gossipy, non-malicious bits of information about school personalities and affairs. A small "Did You Know" or "Did You See" column

can be run in every issue of the school paper. The right items can make very interesting reading. They will be looked for, too. The examples quoted below consist of "Did You Know" items taken from a column of that name in a preparatory school paper. It had at the top of it a head in 24-point type.

"That a new boy would not eat his dessert at dinner one evening because someone said it contained alcohol?"

"That an old boy in one dormitory sold the heat and water for the year for 50 cents to a number of new boys?"

8. Meaning of a little known big word. Ask a dozen students, each separately, alone, and by surprise, the meaning of a little-known big word. Print what each student says along with his name in the school paper. If the word chosen, for instance, is "Sciamachy," a suggested headline in 24-point type could be, "What is Sciamachy?" or Daffy-nitions." This is an easy humor feature. The correct, dictionary meaning of the word should appear at the end.

9. Cartoons. Yes, they are usually expensive, but they are part of the stock-in-trade of the world of pictorial humor. And what a lift a good cartoon can give to a page! Try one on the front page or the sports page occasionally. They should have local significance, of course.

10. Facetious interviews with famous mythical or historical characters. Humorously describe the awkwardness, the strangeness, the embarrassment, the ignorance of, say, Venus or Hercules in the school cafeteria, watching a basketball game, attending a pep rally, buying modern clothes, etc. Doesn't that suggest other possibilities more suited to your local situation? Such creative, humorous writing is not easy and is quite challenging to the person who feels that he can employ the light touch.

11. Diary of School Events. If the paper is a weekly, a feature of this type, written in the style of Samuel Pepys, could appear about every fourth issue. Of course, no one can write in the piquant style of Pepys unless some pages of the original are carefully studied. In The Mercersburg News this feature, "And So to Bed," has been run for some years. Here is one excerpt: "Lord's Day: Up and to chapel where the visiting minister preaching, I did fall asleep to be rudely awakened by the jebbing elbow of my neighbor. This insinuated that the service was over. Sleepily to dinner on roast veal. In the

afternoon did stand upon first one foot and then on the other while the business of picture taking proceeded under the direction of Mr. Black. Having attempted to regale myself with some of the Sunday funny papers and in due course a text book, to supper to eat baked beans. To the common room to join in the general talk until 8 and then more studying in dire dread of the tests next week. This fact so oppressing that soon I gave up hope of learning, and so to bed."

12. Short, humorous boxes. These features on actual happenings can be put on any page. And do they give a lift to the paper! Any happening about school can go into them. Their effectiveness depends on the style in which they are written and particularly in the way they are headlined. The following is an example. The headline read: "Mammal of 'Felis Libyca Domestica' Scores Again," and the two paragraphs below this were as follows:

"Heading the old saying about being fruitful, multiplying, and replenishing the earth, Nicotina, '88 Dormitory's example of 'felis libyca domestica,' is for the fifth time in her three years of cathood the proud mother of three kittens.

"Now two weeks old, with their eyes scarcely open, they are still being nourished 'from Nature's fount,' as Mr. Micawber was wont to say. Soon they will be seen chasing mice around some farm, or failing that, may have to explore the mysteries of the cat paradise by way of a bucket of water and the roots of an old fir tree."

#### CHILDREN'S BOOKS NOW SENT OVERSEAS BY "CARE"

The CARE-UNESCO Children's Book Fund Program, to promote better understanding among the young people of the world, is now in operation and seeks the support of American school groups.

Under the plan, cash contributions sent to the Children's Book Fund, CARE, 20 Broad St., New York 5, N. Y., or any local CARE office, will be used to buy new American children's literature for overseas elementary schools, secondary schools, libraries, orphanages, children's villages and other institutions serving young people.

## ALUMNI INTEREST. . . . . A "BRIEF" INTRODUCTION

Alumni do not lose interest in their Alma Mater; rather, Alma Mater loses interest in alumni. The CSPA Director mentions frequently that 600 copies of the ABHIS, the magazine he started at the Abington, Mass., High School some years ago, had to be printed even though the school's enrollment was only 300. How did it happen? Alumni stories. One graduate was out in the China Sea in the Navy in the days when few had had that experience, or even dreamed they, too, would see those fabled waters in years soon to come. His letters home were illuminating. With a snap shot or two and a map drawn in the art department, the whole town followed his progress with great interest. An Army Chaplain, when they were rarities, wrote brilliantly, and serially, of his life and work in Alaska. A much-beloved citizen, a leading member of the Bar, wrote his reminiscences which pleased the older alumni and guided others to careers in law. The notes on alumni activities, spanning the years, revived old memories and enabled many to pick up the threads of school-day friendships.

On the material side, increased circulation and revenues, drug-store and news-stand sales, and enhanced school-community relationships did nothing to diminish the importance and influence of the magazine.

Why hasn't this been developed by school publications? Why is the alumni section devoted to last year's graduates? Why are alumni organizations overlooked when the alumni are still the major element in the community? Perhaps, because the most obvious things are oftentimes the easiest to overlook.

It is time Advisers gave this portion of the publication, newspaper, magazine or yearbook, more attention. Colleges and universities without active alumni groups are rare indeed. Private school alumni groups are the life-blood of the institutions they represent. In some parts of the country, public high school alumni groups have been meeting regularly for years. There's one in Boston over 100 years old. In Abington, the Director helped stage the 75th consecutive reunion of the Alumni Association two years ago. It is a project that could be fostered by any school, added and abetted by the student publication. It is something that would enable the Adviser to develop the much desired community relationship program that is being sought so eagerly by administrators all over the country. Why not try it?

## STIMULATING ALUMNI INTEREST IN YOUR SCHOOL PUBLICATION

By Gene R. Hawes

Assistant Editor of the Columbia Alumni News

Columbia University, New York City

Given at the CSPA Convention in 1950

- I. Initial spark depends on enthusiasm originally generated by school, especially by its publications
- II. Obtaining tangible results
  - A. Through alumni subscriptions
    1. By personal solicitation of graduating seniors
    2. Keep such funds in separate account for further alumni interest development
    3. Once the custom of alumni subscription is established, send letters to all alumni inviting notes, stories, and subscriptions
    4. Can it be done? The Columbia Spectator secured 200 subscriptions from the 1950 class.
  - B. Appoint an alumni staff
    1. Alumni editor with specific qualifications
    2. Alumni correspondents
  - C. Add editorial features concerning alumni
    1. Column from correspondents or from items gleaned from local papers
    2. Alumni letters
    3. Interview alumni doing interesting things
    4. Articles by famous alumni
  - D. Increasing alumni participation
    1. Of former members of your paper's staff
      - a. For advice
      - b. For current staff morale
      - c. Methods
        - (1) Hold annual dinner at which editors are installed
        - (2) Have alumni publish one issue annually
    2. Of the entire alumni body
      - a. Give medals to "alumni of the year"
      - b. Send alumni publicity releases to local papers
      - c. Promote annual alumni day - alumni run all student activities that day

## CONVENTION NOTES FROM THE CSPA OFFICE. . . . .

"Many are called but few are chosen" has come down through the years with its meaningful interpretation for each individual. The CSPA has called many for its programs for reasons that are well understood. The modesty, however, of those talented individuals who could be of outstanding service to the school press transcends anything that can be found in written history. Their light is obscured by at least three bushels! Soon, the invitations to volunteer for a program appearance at the 27th Annual Convention will be in the hands of all CSPAA members. Why not extend the influence of the wise counsel that has guided your publication for so many years to those who have not had the privilege of sitting at your feet? Thousands of editors and advisers go to New York for help at the time of the Convention. Won't you help them to surmount their difficulties by taking a place on the Program? Send in that little slip with your name and the topic of your choice now!

The 27th Annual Contest of the CSPA for newspapers and magazines has set January 10, 1951, as the deadline for newspapers and elementary school publications and February 1, 1951, for magazines. The Convention will be held at Columbia University in the City of New York, March 8-9-10, 1951. Contest Announcements and Entry Forms will be placed in the mails shortly after December 1. Convention Announcements and Registration Forms will be placed in the mails shortly after January 1, 1951.

Because of the failure of scores of Yearbook Conference Announcements to reach their destinations, the CSPA Director has had a conference with the Postal Inspectors. The CSPA will send out about 100 return postal cards to advisers in key spots giving the dates for the mailings and asking them to inform the office when the Announcements arrive. If advisers do not receive their notices within three weeks, they are requested to check with the school office, with the local Postmaster and to notify the CSPA office.

There is a weak spot somewhere along the line and both the CSPA and the Postal officials are anxious to find it. The Yearbook notices were sent out second class (2¢) to expedite their delivery. The coming Contest and Convention notices are being

sent third class (1¢ pre-cancelled). If you have ever received a CSPA notice that has been stencilled, your school is definitely on the mailing list and automatically has an envelope addressed to it for every activity in which it is concerned. The help of all advisers is solicited so this situation can be rectified.

DID YOU KNOW THAT IN 1950. . . . .

The Columbia Scholastic Press Association

RATED	1,241 newspapers and magazines and 831 yearbooks;
INSTRUCTED	3,401 delegates and advisers at the March Convention and 437 at the October Short Course in Yearbook Production;
DISTRIBUTED	4,620 copies of its printed aids for better publications;
ISSUED	four Advisers Association Bulletins to the 1,364 members of the CSPAA;
PUBLISHED	eight issues of the School Press Review for 2,275 subscribers;
SURVEYED	21,000 secondary schools and added approximately 11,000 previously unlisted magazines, newspapers and yearbooks to its 14,500 stencilled mailing list, and
HANDLED	approximately 60,000 additional pieces of outgoing mail to
SERVE	the school press of the world?

Your interest, your help and cooperation, your support made this possible.

MISS ELSIE TILL TO ADDRESS CSPAA. . . . .

The speaker at the general meeting of the Columbia Scholastic Press Advisers Association to be held in the McMillin Theatre of Columbia University, New York City, Friday, March 9, 1951, will be Miss Elsie Till of Roosevelt Junior High School, New Brunswick, New Jersey. Her topic will be "English Schools Compared with United States Schools."

Miss Till, who is a member of the CSPAA, was an exchange teacher in England during the last academic year. In her letter accepting the invitation to address the Advisers Association at

its general meeting, she stated, "Wherever I turn these days, I am reminded of some incident that occurred while I was on exchange. It was a very valuable experience in every respect."

#### BALTIMORE TEACHER IS ON EXCHANGE IN BRUSSELS. . .

Miss Angeline Hoen, adviser of THE SPOTLIGHT, publication of Kenwood High School, Baltimore, Md., is teaching English in a school in Brussels, Belgium, this year as an exchange teacher. Excerpts from a letter from Paris to her staff follow: "Paris is a city fraught with memories of some historical or literary event. The very hotel where I am located, The Saint James, has its own story to tell. Here in 1779, after his return from America, General de Lafayette was received by the French queen, Marie Antoinette. The hotel, on the famous Rue Saint Honore frequently mentioned in the novels of such authors as Balzac and Dumas, is connected with a second hotel, D'Albany, on the Rue de Rivoli named after Napoleon's first great victory, where many smart shops are located. Any map of Paris will quickly show you that the Rue de Rivoli runs beside the Trileries Gardens where stood a royal palace during the French Revolution.

"I have visited the Arch of Triumph, the Cathedral of Notre Dame, the Eiffel Tower, the Louvre, Napoleon's Tomb, the Luxembourg Gardens and many other places any visitor to the French capitol always wants to see.

"I am looking forward eagerly to the winter in Brussels. The city is most interesting and the people are extremely kind and friendly."

Mrs. Madeline Glaser, who replaced Miss Hoen at Kenwood, is teaching French. This is her first visit to America.

#### MARYLAND GIRL HONORED ON NBC PROGRAM. . . . .

Marcia Hilton, 1949-50 editor of the Alcegi Mirror of Allegany High School, Cumberland, Md., was chosen "Teen-Ager of the Month" by the "Mind Your Manners" program, broadcast over NBC, Saturday, November 25. Marcia's selection was based on the letter of Alice Parry, Allegany High School sophomore, who wrote: "Marcia organized and conducted a school-wide program for CARE in which she set her goal at \$300.00, one half of which was to be used for local relief; the rest, for the needy in the war ravaged countries of Europe. She exceeded



her goal by fifty dollars and won the approbation of CARE for her many novel ideas. Today, Marcia is employed in the CARE office in New York City, helping to organize a national program for the schools of the United States in conjunction with the Columbia Scholastic Press Association."

GUIDE TO GOOD BOOKS by Hans Christian Adamson

Old and yet new is John P. Marquand's HAVEN'S END: First published in 1933--when the early Mr. Marquand had not produced the late Mr. Apley--this initial novel by (on my list) America's greatest living novelist, has been reissued and a whale of a good idea, too! With great skill, HAVEN'S END unfolds the story of a town and several of its continuing families. There are the proud, arrogant Swales, descendants of Richard Swale who helped settle Haven's End on the New England coast in the days of the Pilgrims; we meet aggressive Scarlets, generations of inn-keepers and perennially born "on the wrong side of the track." HAVEN'S END depicts the rise, riches and ruin of a community that depends almost solely upon the gifts of the sea for its survival. When shipping is booming, the town thrives; when the shipyards and the wharves are deserted, Haven's End becomes a ghost-town. But boom-town or ghost-town, HAVEN'S END is ever flowering with true to life New Englanders. Its pattern of action, built around historical events, tends to give it the flavor of a thinly disguised novel straight from a real family album. (Little, Brown-\$3.50)

Another book that missed my boat was DRAGGERMAN'S HAUL by Ellery Thompson. Those who enjoy plainly told true-stories about the lives of men who go down to the sea for fish will find hours of profound satisfaction in this tale about Old and Young Salts who wrestle their hard-earned living from the fishing banks in the Atlantic off the New England coast. Mr. Thompson writes with gripping authority and why not? Man and boy he has sailed with the dragger fleets some thirty years. He has helped to catch all sorts of creatures of the sea from whittings to whales and stuff such as birdcages, corsets and unexploded bombs. Incidental information with respect to commercial fishing methods and the season upon season lives of draggermen in still and storm is highly readable. A good haul is DRAGGERMAN'S HAUL! Illustrated. (Viking-\$3.00)

Gerald Averill, who spent his boyhood and youth working in the lumber camps of Maine and who devoted many of his mature years to enforcing Maine's game laws against poachers--has written a biography entitled RIDGE RUNNER. In it, Mr. Averill paints, with great feeling and deep knowledge, a magnificent picture of life in the woods--a veritable gold mine of indirect instruction for hunters and fishermen. RIDGE RUNNER is not a know-how or show-how book for outdoors enthusiasts. It is a human interest story by a master woodsman who handles his pen as expertly as his ax and who knows his way through the jungle of words as thoroughly as he knows the trail through the thick brush of the Maine woods. (Lippincott-\$2.75)

Do you find fun in cooking over an open grill? Do you--as all cooks do--always look for new culinary worlds to conquer? If so, you will want the BARBECUE COOK BOOK. Being a bit of a kitchen mechanic myself, I tested some of the, to me, brand-new recipes among the 251 presented and they came out wonderfully well. (Lane-\$1.50)

Those who plan on building barbecue stands will find the widely illustrated BARBECUE BOOK a worthwhile investment. With detailed plans, it shows how to build open grill cookeries from simple out-door ranges to elaborate mechanical affairs. (Lane-\$1.50)

Although it is not produced especially for the Christmas trade I, for one, would welcome a copy of Washington Irving's ASTORIA under the spreading boughs of any Yule tree. This important and long absent account of the dramatic, tragic and futile attempt of John Jacob Astor to establish Astoria, the center of a trading monopoly and fur empire, at the mouth of the Columbia River is richly endowed with the elements of violence, courage, treason and combat on land and sea that make a top notch adventure tale in the settling of a wilderness which is now the states of Oregon and Washington. When first published, more than a century ago, ASTORIA was an instant best-seller here and in Europe. And no wonder, since it was virtually the first popular account of the danger-spiced careers of fur-traders, a pathfinder into the lives of the Rocky Mountain and Pacific Indian tribes, and, last but not least, blood-tingling accounts of the failures of the expeditions sent by Astor around Cape Horn and across the Rockies in the first decade of the 19th Century and when

such travel was still listed as reckless enterprise. The publishers are to be complimented on the issuance of this truly magnificent history in the Washington Irving brand of technicolor. Illustrated. (Binfords & Mort-\$4.00)

At this, the turn of the year, it seems both well and wise to look back into the world of books and call attention to a few which, while not exactly old are, on the other hand, not entirely new. One such book, published before this column was started is **FABULOUS EMPIRE** by Fred Gipson. It is a lively and exciting saga about Joe, Zack and George Miller, master showmen, expert cattle raisers and owners of the famous 101 Ranch "circus" which brought the life in our western cow country to millions of people all over the world. But **FABULOUS EMPIRE** is more than a vivid story of a wild west show. It is an authentic slice of the old wild west when Mr. Colt was law; and the man who drew first, a leading jurist. Ranch 101 was started in the 1870s in the Cherokee Strip in northern Oklahoma, a heaven-on-earth for cowmen, and hunters of any kind of game including red-men in quest of white-men's scalps. Mr. Gipson, who knows his west, took time to get thoroughly acquainted with aging Col. Zack Miller and helped him rummage through his treasure chest of incident and anecdote--and what a treasure chest! Truly fabulous. How 101 Ranch became bigtime under the big top makes triple AAA reading but the book reaches its peak in the chapter that describes a bullfight in Mexico City that almost launched a war. It seems that Bill Pickett, a negro cowboy, was deemed guilty, by thousands of spectators, of gross sacrilege when he actually "threw" a prize bull with his bare hands and . . . but read the rest in **FABULOUS EMPIRE**--not a dull line, not a drab page. (Houghton Mifflin-\$3.00)

Big, thick and heavy is **LIFE'S PICTURE HISTORY OF WORLD WAR II**. Being "Life"-size, its nearly 400 large pages include some three-score pages of full color photographs and paintings. The text, plus long descriptive captions for 1000 pictures, amounts to 80,000 words and its twelve chapters cover World War II. Arthur Tourtellot, editor-in-chief, headed a staff of eighteen writers, artists and researchers. Francis Brennan was picture editor. Much of the text--fast flowing and objective reporting--was written by Robert Sherrod and John Dos Passos. I would not, by any means, put this huge volume on my

must list. By and large, it is, pictorially, a culling of life's wartime picture files which seems to make its "Life"-sized cost a wee too steep. (Simon & Schuster-\$10 and \$12.00)

Once in a Hunter's Moon a book comes along that has the flavor and dash about life as it rolls along today on the broad acres of our cattle lands instead of the gun-toting and somewhat saddle-worn yesterdays. Such a book is C. L. Sonnichsen's COWBOYS AND CATTLE KINGS. Like Prof. James F. Dobie (the highly literate cattle-sage of Texas), the author of COWBOYS AND CATTLE KINGS is a teacher. But he is no class-room range rider. On the contrary, Mr. Sonnichsen traveled some 15,000 miles through the cow-country in quest of facts and flavor and he has produced a volume that is packed with both. From shoe-stringers to cattle barons; from cattle-breeds to branding irons; from dude rangers to ranch-hands--they are all there, a gallant company of hard-working, hard-riding men. And the author writes about them with humor, color and understanding. Illustrated. (U. of Oklahoma Press-\$4.50)

There is also a rich vein of humor in George E. Allen's PRESIDENTS WHO HAVE KNOWN ME; In his lighter, wise-cracking moments, Mr. Allen has played the role of White House Court Jester during the Roosevelt and Truman administrations. While this book leans mainly toward the lighter side, some of its sections bring out weightier matters such as the inside stories of Wallace being sidetracked for the 1944 Vice-presidential nomination, the words and ways of lobbyists and why "Ike" did not run for President in 1948. Mr. Allen knows how to tickle the risibilities of his readers by reducing history to anecdote. (Simon & Schuster-\$3.00)

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DO YOU WANT A BOOK REVIEWED? Col. Hans Christian Adamson would welcome suggestions from the readers of the Advisers BULLETIN. His new address is P. O. Box 67, Saratoga, California. What type do you prefer? Let him know your reactions to the Book Reviews section.--Miss Mary E. Murray, BULLETIN Editor.

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